



KING'S HOUSE SCHOOL  
RICHMOND



**ASSESSMENT AND MARKING  
POLICY**

Member of staff responsible: Head  
Date of policy review: January 2025  
Date of next review: January 2026  
Approved by Governors: January 2025



## **INTRODUCTION**

Assessment is one of our key tasks and underpins the school's aim to make each pupil happy, motivated and extended.

Our aims are:-

- That it should help pupils in their learning.
- That it should provide motivation.
- That it should assist the teacher to evaluate the effectiveness of his or her teaching and inform future planning.
- That it should provide a means of communication of information to the pupils, their parents, teaching colleagues and future schools.

We assess the whole child, not just his/her academic progress. During both formal and informal contact with each pupil we also assess:

- Social development.
- Health and well-being.
- Self-reliance.
- Attitude to self and others.
- Commitment and motivation.

## **PRINCIPLES OF ASSESSMENT**

Assessment should have clear aims and inform future teaching. A picture of pupils' achievement is based on the following:

- Observation of individual pupils in class.
- Observation of group work.
- Homework.
- Performance in tests and examinations.
- Interaction with other pupils.

Periodically, pupils are asked to undergo formal assessment in relation to their progress and these will vary depending on the age of the child – from the Age 2 progress checks in the Hedgehog class to 11+ exams in Year 6 and/or Common Entrance/Scholarship exams in Year 8. These may be based on guidelines from external bodies or on tasks relating to work recently covered using skills particular to a subject or curriculum area.



These assessments should have a formative as well as summative function and as they grow older, they encourage pupils to review, revise and learn in preparation and increase motivation.

## **FORMATIVE ASSESSMENT**

All teachers should assess their class or group on a regular basis so that they can plan the next stage in each pupil's learning. This informs planning and raises pupils' awareness of what they are trying to achieve and how they can improve.

## **SELF-ASSESSMENT**

One of the best ways for pupils to understand how to progress is for them to assess their own work. This works best where they have clear criteria against which to assess, so they can clearly pin-point how to improve. Pupils are encouraged to self-assess from a young age and we believe this helps them to improve.

## **PEER ASSESSMENT**

Asking pupils to assess one another's work is also a very good way to help them understand more about how to improve their own work. Again, we encourage this form of assessment from a young age, but it is important that the pupils are clear about the criteria they are assessing against.

## **EFFECTIVE MARKING**

Marking plays a key part in improving pupil achievement. This applies to homework (prep) as well as classwork.

Marking should:

- Give pupils recognition for work they have completed.
- Ensure that specific teaching and learning tasks have been achieved to the appropriate standard.
- Increase awareness in pupils/teachers of the quality of performance in relation to key tasks.
- Increase pupil motivation.
- Suggest ways in which work might be developed or extended through target setting.
- Encourage a dialogue between the pupil and the teacher.
- Encourage the pupil to think about how their work could be improved.

Work should be marked promptly and regularly in order that the marking is meaningful to the pupil. Marking and, where given, grading, should be appropriate to the age of the pupil and the task. Where grades or marks are given, they should take into consideration content, accuracy,



presentation, appropriateness of the task and creativity. These criteria will vary according to the subject and to the task. Where possible, standard school symbols should be used for marking. See the King's House School Marking Guide at Appendix A.

When marking pupils' work, teachers must:

- Emphasise the positive aspects of the work.
- Bear in mind previous performance.
- Take into account the original learning objective.
- Give future targets for improvement.

Written work should be marked with pencil or a pen in a different colour to the pupils' work and not using red pen.

In the Junior Department, the teachers are encouraged to use methods which help improve the pupils' understanding of the marking, such as stickers and stamps. Dialogue with the teacher may be best achieved through individual conversations with pupils, rather than through comments in the books.

In the Senior Department, staff should use the common grading system developed by the school wherever possible. Grades should be accompanied by a comment. Teachers must ensure that each pupil understands the marking system and any variation in the marking policy which is specific to a subject must be explained. Department handbooks should give details of any specific departmental requirements or differences. Where less able pupils are involved, discretion should be used in marking, in order to avoid discouraging the pupil.

## **PRESENTATION**

In written work pupils should:

- Have a title and date for each piece of work. These can be underlined.
- Write the learning objective where possible.
- Show correct use of grammar, as appropriate to age.
- Indicate work set for classwork or homework where appropriate – CW or HW.
- Cross out a mistake with a single line through error – ideally with a ruler.
- Use opportunities to redraft where appropriate.
- Check over work thoroughly before handing in.
- Have a level of handwriting appropriate to their age and development.



## **RECORDING**

Teachers should keep clear records of classwork, homework and assessments carried out by the pupils, so that they can monitor progress and provide feedback to parents on the child's strengths and weaknesses.

## **SENIOR DEPARTMENT MARKING AND GRADING SYSTEM**

Each subject department has their own marking policy, although work in the Senior Department is often marked with an Attainment grade and an Effort grade. The Attainment grade (A-D) is an assessment of the quality of work produced. The Effort grade (1-5) comments on the pupil's attitude. The Senior Department grading system is more particularly set out in Appendix A.

## **REPORT TO PARENTS**

Parents receive feedback on how their children are doing through a variety of means. In the Nursery Department, there are parent consultations during the child's first term of Hedgehog class, where the Age 2 progress checks are shared. In Rabbit/Squirrel class, there are parents meetings in the Autumn and Summer terms and an end of year Nursery transfer report. The profiles are sent home each term. In Reception, there are two parents' evenings each year and a report at the end of both the Autumn and Summer Terms. The pupil's EY profiles are also available at school and are sent home at the end of the year.

In Years 1-3, there is a parents evening in October, an Interim Report in December, another parents evening in February and a full report in the Summer Term. Depending on the year group and timing, parents will be given results of standardised tests in the reports or at the parents' evenings.

In the Senior Department, the pattern of feedback varies from year to year.

### **Year 4**

- Parents evening in October (Form Teacher only).
- Interim Report in December.
- Parents Evening in January/February.
- Half-Term grades in March/April (all subject teachers).
- Exam Results in May.
- Full Report in July.



### **Year 5**

- Half-term grades in October.
- Interim Report in December.
- Mid-year exam results in January.
- Parents Evening in January (all subject teachers).
- Half-term grades in March/April.
- Exam Results in May.
- Full Report in July.

### **Year 6**

- Practice exam results in October.
- Parents Evening in October (all subject teachers).
- Half term grades in March/April.
- Exam Results in May.
- Full Report in July.

### **Year 7**

- Half-term grades in October.
- Parents Evening in November (all subject teachers).
- Half-term grades in February.
- Interim Reports in March/April.
- Exam Results in May.
- Full Report in July.

### **Year 8**

- Half-term grades in October.
- Interim Report in December.
- Exam results in February.
- Parents Evening in February (all subject teachers).
- Full report in March/April.
- Scholarship Exam Results in May.
- Common Entrance Exam Results in June.

All reports and grades for pupils from Reception upwards are accessed using the school's parent portal. Parents are informed when documents are ready to be accessed. PDF copies are saved on the school's Central Resource Area.



For Half-term grades in the Senior Department, pupils receive grades (1-4) for their organisation, participation, perseverance, ownership and behaviour. In addition, they receive a grading for their current academic performance. The Interim Report is a one-page document with a range of grades for each subject, a comment from the Form Teacher and Areas for Improvement highlighted.

The full report contains written feedback and grades on each subject area.

## **DIAGNOSTIC ASSESSMENTS**

To help identify strengths and weaknesses of individual pupils, diagnostic assessments are carried out both on a whole-school level and by the Learning Support Department. This is done through:

- Standardised spelling and reading assessments.
- Cambridge Primary Insight (previously called InCAS) (for Years 2-6).
- GL Assessment (Year 6).
- MidYIS (for Year 7).

The results of these tests are analysed and the teachers are given guidance on how to support the work being done by the pupils in class and for homework. The results also enable the school to track the progress of individuals and the cohort as a whole.

## **INTERNAL EXAMS**

There are no formal internal examinations in the Nursery or Junior Department. The pupils are introduced to examinations in May of Year 4, when they sit them in English, Maths and Science.

In Year 5, the pupils sit mid-year examinations in English, Maths and Reasoning in January and then a similar set of examinations in May.

In Year 6, the pupils sit a practice day of examinations in October in English, Maths and Reasoning and then a fuller set of examinations in May.

In Year 7, the pupils sit a full set of all the CE subjects in May.

In Year 8, the pupils sit a full set of mock examinations in February and either scholarship ones in early May or Common Entrance in early June.



Heads of Departments are responsible for setting the examinations in their subjects. The Deputy Head oversees the running and administration of the examinations, as well as the compiling and analysing of the results.

## **EXTERNAL EXAMS**

In the course of Year 6, the majority of pupils will sit pre-tests for senior schools. These are normally in English, Maths and Reasoning. Heads of Departments in these subjects and teachers in Year 5 and 6 need to be aware of the demands and requirements of the various school tests and set practice and preparation work accordingly. In addition, a smaller number of pupils in Years 7 and 8 will sit pre-tests for senior schools.

In Year 8, pupils will sit either Common Entrance or Scholarship examinations. Heads of Departments need to make sure they are conversant with the syllabuses for both levels and ensure that all teaching Year 8 are too.

See the Examinations Guidance at Appendix B.



## APPENDIX A

### SENIOR DEPARTMENT MARKING AND GRADING SYSTEM

Work in the Senior Department is often marked with an Attainment grade and an Effort grade. The Attainment grade (A-D) is an assessment of how good the work is. The Effort grade (1-5) comments on how much effort you have made. The Senior Department grading system is as follows:

	<b>Attainment</b>		<b>Effort</b>
A	Excellent	1	Excellent
B	Very Good	2	Good
C+	Above the expected level	3	Sound
C	At the expected level	4	Inconsistent
C-	Below the expected level	5	Poor
D	Unsatisfactory		

It is important to note that C and 3 are acceptable grades.

#### **Symbols used**

✓ = Correct or well done

x = Incorrect

HW = Homework

CW = Classwork

Sp = Spelling error

Gr = Grammatical error

// = Spacing or new paragraph needed



## **APPENDIX B**

### **GUIDELINES FOR EXAMINATIONS - SENIOR DEPARTMENT**

#### **HODS**

- Examinations should be set well in advance in consultation with all staff who teach that year.
- Pupils should be given revision notes at the time designated by the Deputy Head.
- Please ensure that there are clear instructions for pupils and have the paper checked for mistakes.
- Fill out an invigilation sheet for each form and attach to the correct number of papers.
- It is always useful to add an extra copy for the invigilator.
- All special equipment must be provided by the department.
- Examination papers should be placed on the table in the 1946 room.

#### **INVIGILATORS**

- Pupils should sit at the same desk every day.
- They should have see-through pencil cases or plastic bags for equipment.
- Please encourage good examination practice. Papers handed out upside down etc.
- The start and finish time of each examination should be written on the board and there should be a clock.
- All displays which might help in exams should be taken down or covered.
- There is to be no talking. Pupils must raise their hand if they have a question.
- Tell the pupils when they have five minutes left.
- At the end of the examination, check that the papers are named.
- Nobody is to talk until all the papers are collected.

Pupils should be reminded of the following points at the beginning of each exam:

- No doodling.
- Rough paper will be collected – so be careful!
- No books on the desk.
- No looking at anyone else's papers.
- Use all your time, check work over carefully.
- No talking until all papers are in.